

Nursing through the ages

(Pielęgniarstwo na przestrzeni wieków)

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Abstract – Introduction. The history of nursing is closely linked to the history of medicine. Even in ancient times, nursing care was known. The profession as a nurse has its beginning around the 18th century. Throughout the centuries, the profession has been evaluated by building a winner and formulating the tasks of a modern nursing profession.

The aim of the study. The aim of the work was to present the development of nursing in the world, to characterise the beginnings of nursing in Poland, to discuss the development of nursing in Poland after World War II, to draw attention to the importance of political and social transformation in Poland after 1989 for shaping the contemporary image and tasks of the nursing profession.

Selection of material. The search was conducted in the Scopus database for the period 2013-2019, using terms such as the *history of world nursing, nursing on Polish territory, the contemporary image and tasks of the nursing profession*. The literature found in the Google Scholar database was analysed for the highest number of quotations. The literature selected in this way was used as a material for this work.

Conclusions. The time of political transformation in Poland has brought many changes, gradually adapting education in the profession of nurse to European standards.

Key words - the development of nursing in the world, the beginnings of nursing in Poland, the development of nursing in Poland after World War II, the political and social transformation in Poland after 1989 and its impact on the contemporary image and tasks of the nursing profession

Streszczenie – Historia pielęgowania jest ściśle związana z historią medycyny. Już w czasach starożytnych była znana opieka pielęgniarska. Zawód jako profesja pielęgniarska ma swój początek ok. XVIII wieku. Na przestrzeni wieków zawód ten ewoluował, budując wizerek i formułując zadania zawodu współczesnej pielęgniarki.

Cel pracy. Celem pracy było przedstawienie rozwoju pielęgniarstwa na świecie, scharakteryzowanie początków pielęgniarstwa na ziemiach polskich, omówienie rozwoju pielęgniarstwa w Polsce po II wojnie światowej, zwrócenie uwagi na znaczenie transformacji polityczno-społecznej w Polsce po 1989 roku dla kształtowania współczesnego wizerunku i zadań zawodu pielęgniarki.

Dobór materiału. Poszukiwania przeprowadzono w bazie Scopus za okres 2013-2019, używając pojęć *historia pielęgniarstwa światowego, pielęgniarstwo na ziemiach polskich, współczesny wizerunek i zadania zawodu pielęgniarki*. Znaleziono piśmiennictwo w bazie Google Scholar przeanalizowano pod kątem największej liczby cytowań. Tak wyselekcjonowane piśmiennictwo posłużyło za materiał do opracowania niniejszej pracy.

Wnioski. Czas transformacji ustrojowej w Polsce przyniósł wiele zmian stopniowo dopasowując kształcenie w zawodzie pielęgniarki do standardów europejskich.

Słowa kluczowe – rozwój pielęgniarstwa na świecie, początków pielęgniarstwa na ziemiach polskich, rozwój pielęgniarstwa w Polsce po II wojnie światowej, transformacji polityczno-społecznej w Polsce po 1989 roku i jej wpływ na współczesnego wizerunek i zadania zawodu pielęgniarki.

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Authors' contributions to the article:

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Accepted for publication: May 06, 2020.

I. THE DEVELOPMENT OF NURSING IN THE WORLD

The history of nursing is closely linked to the history of medicine. Even in ancient times, nursing care was known. The 'father of medicine' is considered to be the Greek physician Hippocrates, who was the first to distinguish nursing and care activities that were inextricably linked to the function of treatment. The profession as a nurse has its beginning around the 18th century. [1]. In the Middle Ages, an important role in the care of patients and the poor played the church. The care was mainly provided by religious associations, but there have been significant changes in connection with the reform, which are detrimental to care. From the middle of the 16th to the 19th century, clerics were moving away from office and were replaced by women, often from the margins of society, with no professional training. A significant figure in this period was St. Vincent a'Paulo, a Franciscan who founded the Congregation of Sisters of Mercy. The association, made up of young unmarried women, by taking one year's vows, undertook to provide social assistance and care for the sick, the poor. The reform of nursing education initiated by Pastor Theodor Fliedner led in 1836 to the creation of a school that implemented both theoretical and practical teaching methods. [2]

A significant moment in the development of nursing worldwide were the achievements of Florence Nightingale (1820-1910). She was the first to say that nursing is a profession and should be prepared for it at school. The establishment of the first secular school for nurses in 1860 at St. Thomas' Hospital in London marked the start of modern nursing in the world. The creation of a new model of nursing, whose main idea was: "To make things better", the development of a set of qualities needed for the profession of a nurse and the formulation of the necessary characteristics for a nurse, above all the health and well-being of the patient in the first place, gave the motivation to create a new image of nursing. The main goal of the first secular school was to educate such nurses who skillfully created and developed the system of patient care and to transfer their knowledge to others. [3]

In 1864, on the initiative of Henryk Dunant, the Red Cross organisation was established based in Geneva. The idea of this association was to help those affected by the war and to create lay nursing schools, inspired by the activities of Florence Nightingale. In the 19th and 20th century, professional nursing was born. Many secular schools were organised around the world. The greatest transformations

have taken place In the USA and Canada, this has been influenced by the development of treatment procedures and medical diagnostics.

As a result, new challenges awaited the nurses. They were required to improve their professional qualifications and to take greater responsibility.

In Europe, however, the evolution of nursing has been somewhat slower. Most of the changes were implemented in the UK - nurses' registration was introduced, but also the quality of professional practice was improved, along with education and training. New trends have been created - psychiatric nursing, infectious diseases and paediatric nursing. This scheme has been accepted and will soon be disseminated to other European countries. [4]

Another important event contributing to the evolution of nursing was the establishment of the International Council of Nurses (ICN) in the United States in 1899, created by Bedford Fenwick Ethel. This institution aimed to ensure the connectivity of nurses from all over the world and to jointly eliminate problems associated with patients and the development of nursing. According to the ICN reports, it was concluded that issues relating to nurse education were not doing well. It called for nurses to improve their qualifications, striving for full autonomy and independence of the profession. The International Council of Nurses is an association which has mainly aimed to take action to raise the level of expertise in nursing in relation to current threats. The ICN has cooperated with the International Red Cross and the World Health Organisation, among others. Currently, the ICN is based in Geneva. [5]

II. DEVELOPMENT OF NURSING ON POLISH TERRITORY

Nursing in Poland throughout the nineteenth century was mainly of a charitable, caring and human-helping nature. Health care was at a low level at that time. The care was provided mainly by nuns from various congregations. Only .

At that time, the caring functions were complemented by therapeutic ones and the nurses of the time had to adapt to the existing new conditions. The evolution of hospitality and the period of the previous partitions influenced the definition of new requirements, including the knowledge of the language of the invader. In 1895, the first nursing school was opened on Polish territory in Lviv. In official documents its name is "janitorial school". The learning was a course lasting only a few months. It was completed by 12 students called "infirmity". During this time, the religious

staff was removed from some administrative matters of hospitals, and the education of lay women to practise as nurses was accelerated. [6]

First Nursing School in Poland was established in November 1911. The first listeners included Maria Epstein and Anna Rydlówna. The education lasted for two years and was mainly focused on practical preparation for work in the hospital, the theoretical part of the curriculum included the sciences of anatomy, physiology, dietetics, first aid and the prevention of infectious diseases, while the practical part was held in the surgical, gynaecological, internal and infectious diseases departments. In May 1913, the first female graduates left the institution, who had no problem finding a job due to the prestige of the completed school. [1,6]

There are three main stages in the development of Polish nursing [7]:

- 1918-193 - the period in which Polish nursing began, the time of Independent Poland,
- 1939-1945 - the Second World War period,
- After 1945:
 - until June 1989.
 - from June 1989 to the present.

Poland regained its independence in 1918 before the state authorities and society has set a whole series of difficult tasks in the area of healthcare. It was a time of intensive development in the area of nursing. There was a lack of both resources and people to create a health system. The hardship of the whole state and help from outside, it has led to the reconstruction of old facilities and the creation of new ones.

The representatives of the American Red Cross have helped to move to Poland, in a composition that also included nurses. [8].

In the period after regaining independence, another school was established - the College of Nurses and Hygienists in Poznan (July, 1921). It was established on the initiative of Janina Żniniewicz, and the position of director was held by the American nurse Ita Rosa Mc Donell. The head office was located at Grottgera Street, where two years of university education were provided. The conditions for admission were 18 years of age, six years of eight-grade secondary school and an opinion of professional usefulness. The study consisted of theoretical and practical part. [1]

In the same year (1921) another school was opened, the Warsaw School of Nursing, whose first director was Helen Bridge, an American nurse with an excellent professional position and extensive experience. [9] Since 1928, her function was taken over by Zofia Szeleńkierówna, who prepared future nurses for independent care of sick patients

and for activities in public health institutions. [8] In July 1923, a School of Nursing was opened at the Old Convent Hospital in Czyste, with Amelia Greenwald- a certified American nurse of Jewish origin, as Director.

The teaching team consisted of doctors who trained nurses in the theoretical field, together with a practical exercise instructor. The University School of Nurses and Health Care Nurses was established in Krakow in 1925. Its organisers were diplomats from the Vocational School of Nursing of the Association of Economist Ladies of St. Vincent and Paulo - Anna Rydlówna together with Maria Epstein, who assumed the position of director. It was the first nursing school, managed exclusively by nurses of Polish origin. In April 1927, the Nursing and Welfare School of the Polish Red Cross District was established in Katowice to help military hospitals, but was closed down after two years. [1]

The Polish education sector owed its activity to the American Red Cross, the Rockefeller Foundation and the ICN. From 1918 to 1939, the Polish nation had 9 nursing schools operating on their own, at a high level of education, the profession was taught by experienced, educated nurses, the learning time was initially 2 years and then extended to 2.5 years, and the curriculum was prepared towards practicality. An important role in nursing education was played by the Polish Association of Vocational Nurses (PSPZ) established in 1925, which developed a plan of supplementary and further training courses for social nurses. The period of World War II was hard. The nurses provided help in the hospital field conditions. The nursing staff was strongly limited, so there were short courses for nurses. Many nurses died heroically. [10]

III. NURSING EDUCATION AFTER WORLD WAR II

The Second World War and the time of the Nazi occupation contributed to the break in the development of nursing. In 1939-1945, there was only one nursing training centre left - the Warsaw School of Nursing, which had a new name - the Municipal School of Hospital Nursing. It was the only one to be accepted by the occupants to continue its operation. After the end of the war, various types of schools were organised, mainly nursing schools complemented by post-secondary medical schools to prepare for the nursing profession, which were soon to be liquidated. Then, in the first years after the liberation, the emerging nursing schools operated in accordance with the statutes and curricula contained in the Act on Nursing of 21

February 1935. On the basis of this act, the conditions for entering the nursing school were 18 years of age and not more than 30 years of age, completed middle school, adequate physical and mental predisposition and an impeccable past.[11] As early as in 1945, schools in Warsaw, Gdansk and Krakow were opened. The institutions which took part in the education were, among others, the following: The Polish Red Cross, Social Insurance Institution, local government and other associations.

In the following years there was a dynamic growth in the number of schools. In 1949 there were 31 secondary schools in Poland. According to the Act of 28 October 1948, all nursing schools were nationalized. [10] With the nationalisation of schools, new ideas of education were introduced. The main motto of the 1950s was "to bring up a new nurse in a new folk school". [1]

In connection with the standardisation of the system of nursing education, the following was created in 1957 the Polish Nursing Society. The organisation aimed at standardising the education system, abolishing the action of state exams, amending the act on the profession of nurse and initiating academic education of nurses. At that time, a project was developed, which was based on the general secondary education of nurses. The 1960s was a time of unification and improvement of nursing training. [12] Under the Act of 15 July 1961, the education of nurses was unified, giving the opportunity to transform 4-year-long schools of nursing into 5-year-long schools of medical profile, while providing the general education necessary for entry into higher education. The 5-year high school system was obliged from the 1960s to the 1990s.

The new training programmes have been divided into three components: general education, vocational and ancillary programmes, and the practical part of vocational training. A momentous moment in medical high school was the ceremony of the so-called "capitulation ceremony" with the submission of the nurse's pledge and the award of diplomas.[1]

In 1961, the number of nurses increased many times compared to previous years, although a large number of nursing assistants were not fully qualified. Under the Act on the Development of the Education and Upbringing System of 1961, nursing schools were quickly established [10]. Although the first schools within the framework of a 2-year post-secondary school existed since 1961, the period of their rapid changes falls in the years 1974-1989. At that time the Complexes of Medical Schools called Medical Vocational Study were established. It was a response to the continuous staffing deficit in nursing. Graduates of general secondary schools who did not have a certificate of secondary education could take up education at that time.

The education in this system was conducted simultaneously with the existing medical secondary school system. Since 1974, when the Ministry of Foreign Affairs' education changed rapidly, it was a post-secondary school, while the upcoming reform contributed to the transformation of the Ministry of Foreign Affairs into a post-secondary school in 1996. [1]

Recognising the changing position of nursing in health care, and noting the increasing public expectations of European nurses who are constantly striving for unification around the world, the nursing profession has been aligned with the regulated professions and the harmonisation of professional training rules. The European Agreement on the training and education of nurses was drawn up in Strasbourg on 25 October 1967, which defines the professional functions and area of training. The professional functions included nursing care, defined as the professional assistance offered to people and their loved ones in harmony with their physical, spiritual and emotional needs. This law also lays down rules on admission to nursing schools. The main requirement was to have at least 10 years of pre-graduate education.

The Strasbourg Agreement describes the educational programme, which states that the course of education should last 3 years, 4600 hours should be completed, specifying that half of these hours were devoted to practical clinical classes, about 1533 hours to theoretical classes, while the remaining time should be treated as self-education.[13].

A momentous moment and a result of Polish Nurses' Association (PNA) activities was the launch of a 3-year Higher Nursing Study at the Medical University of Lublin in 1968. The requirement for admission was that the nurses should have their baccalaureate exams and 2 years of experience. [14] Soon, four further departments were established: in Cracow, Wrocław, Katowice. and Poznan. PNA's aspiration to establish the first 4-year Higher Nursing School in Poland, after which the diplomats would receive a master's degree, was accepted by the Ministry of Health and Health Care. Initially, the only possibility of admission to this school was to obtain positive results in the entrance exams or at a later stage an interview. The circumstances of accepting the concept of establishing the WSP on 12 May 1972 coincided with another important date in nursing, namely the anniversary of the birth of the pioneer of nursing - Florence Nightingale. The ICN at the Congress in Mexico officially established 12 May as International Day of the Nurse. [14]

The figure of Rachel Hutner and her activities for the Polish education are also worth mentioning. She is called the forerunner of Polish professional development and

post-graduate education, and mainly nursing specialisations. Thanks to her, in 1960 the Centre for the Improvement of Medical Staff in Warsaw was established, which over the years it has changed its name several times. It was a centre whose activities were focused on the Training of Nursing Instructors. At that time, the director was the aforementioned Hutner. She devoted her whole life to nursing. She gained comprehensive professional preparation by continuing her education, taking advantage of various training courses and internships of that time, and then passed on her knowledge by lecturing at the Nursing Faculty of the Medical Academy in Lublin, but also in international training courses for medical and nursing staff. Thanks to Hutner, nursing has gained a new rank. [15]

The turn of the 1980s and 1990s was a time of popularisation of higher education. Repeated changes in curricula were a response to the promising reform in Polish legislation. [16]

IV. POLISH NURSING AFTER THE POLITICAL TRANSFORMATION

The year 1989 is considered to be the beginning of the political transformation in Poland. It is a time of turbulent political and economic changes. The changes that took place allowed the Polish state to open up to the world on many issues - including nursing education. The momentum of development and the dynamic progress of civilisational bloom resulted in the necessity of continuous education in every direction. The reform was aimed at providing future generations with the same educational opportunities in all European Union (EU) countries. [16] In view of the planning of accession to the EU, the mid-1990s was the time of reforms in education teaching the profession of nurse, aimed at adjusting Polish standards to European directives. The main essence of these changes was the abandonment of secondary education for higher education. The aim of the transformation project was, among other things, to popularise higher education for nurses, increase the value and professional status of nurses, and provide an opportunity for professional development. [17]

The current curriculum of nurses' education has gradually evolved into secondary medical education, and the key moment was the cessation of recruitment, which resulted in secondary medical education in 1991. They definitely stopped their activity in 1996.[1]

With the next change of 5 July 1996, the education to the profession of nurse in the form of a secondary school was discontinued, at the same time changing the require-

ments of primary school. The Ministry of Foreign Affairs also underwent transformations. A candidate applying for admission to the Ministry of Foreign Affairs had to have completed a secondary school together with a certificate of secondary education, with a degree from the Ministry of Foreign Affairs, the contender could apply for admission to higher education. In connection with this, the post-secondary school has been extended by 1 semester, giving 2.5 years of study. Work has begun on adapting the nursing education system to EU standards. In 1996, an education project was launched to meet ICN and EU conditions. The duration of education was 3 years - 6 semesters - 4600 hours. For the first time, the time for self-education was considered, which was 915 hours. [18]

On 19 June 1999, Poland, together with 29 other countries, joined the so-called Bologna Process. The main objective was to create a European Higher Education Area (EHEA) by 2010, whose main objective was to harmonise National Higher Education Systems.

The implementation of the Bologna Process contained postulates based on:

- The introduction of the Diploma Supplement - a system of transparent, comparable degrees,
- Development of the education system (two / three levels of education),
- Dissemination of the European Credit Transfer System (ECTS),
- Support for student and labour mobility,
- European cooperation in the area of improving the quality of education,
- Promoting European issues in the area of professional development. [19]

The signed Declaration was aimed at synchronising the higher education systems of countries in Europe. It was agreed that the training of nurses and the acquisition of the profession of nurse will only be possible at university level, taking into account that existing nurses retain their rights to practise.

As a result, in 1999, the first schools were recruited for 3 years of vocational studies (bachelor's degree), followed by 2 years of second-cycle studies (master's degree). [19]

With the accession of the Polish state to the EU in 2004, the qualifications of nurses retained their value only in Poland. Previously acquired education in medical secondary school did not qualify for EU conditions. In order to meet the standards, nurses and midwives were given a way to update and improve their qualifications by participating in so-called bridging studies, which enabled them to obtain a higher education with a bachelor's degree in nursing and a chance to work in EU countries. [20]

According to the "Regulation of the Minister of Health of 14 June 2012, it is possible for those nurses who hold a certificate of secondary education and a diploma of graduation obtained through a medical secondary school, post-secondary school or a post-secondary school, which educates in the profession of a nurse, to complete their education in the bridging vocational studies. [22] Transformation into nursing in the training programme is not the only change. A nurse has acquired new professional functions - in the light of UozPiP - 'the profession of nurse and midwife are independent medical professions', as a consequence of which a nurse bears responsibility for her actions and is obliged to undergo continuous training in nursing. [21]

There has been significant development in the Polish healthcare service, modern technologies which were then available in foreign countries began to appear more and more often in Polish hospitals and clinics, the quality of care has also changed, and the patient has had the opportunity to choose the unit in which he wants to be treated. Another change was the approach to the healthcare professional. It turned out that not only modern equipment affects the patient's health, but also a qualified nursing team. At that time, there was a need for continuous further training. [22,23]

V. MODERN VOCATIONAL TRAINING FOR NURSES

The current system of nursing education is based on two international regulations, these are: European Agreement on the Training and Education of Nurses - 25 October 1967, Strasbourg (ratified by the Republic of Poland on 13 December 1995) and the World Health Organisation (WHO) Strategy for the Education of Nurses and Midwives 1999, Education Standards for the Study of Nursing [20].

The Polish education system is based on the following legal bases:

- Act of 15 July 2011 on the professions of nurse and midwife
- Regulation of the Minister of Health of 29 November 2012 on the National Accreditation Council of Nurses and Midwives' Schools
- Regulation of the Minister of Health of 20 August 2012 on detailed requirements for the training of nurses,
- Act of 27 July 2005 Law on Higher Education

- Regulation of the Minister of Science and Higher Education of 9 May 2012
- on education standards for medical, dental, pharmaceutical, nursing and obstetrics studies,
- Ordinance of the Minister of Health of 14 June 2012 on detailed conditions of conducting studies for nurses and midwives who hold a certificate of secondary education and have completed a medical secondary school or post-secondary school or a post-secondary school providing education in the profession of nurse and midwife. [23]
- Ordinance of the Minister of Science and Higher Education Ordinance of 26 July 2019 on the standards of education preparing for the profession of doctor, dental practitioner, pharmacist, nurse, midwife, laboratory diagnostician, physiotherapist and paramedic. [24]

The time of political transformation has brought many changes. Among other things, the fact that education for the nursing profession is only at the level of higher education. The system of nursing education in force in Poland is based on levels: Bachelor's studies, master's studies, bridging studies, doctoral studies and professional development. [20]

The law on higher education and the law on the professions of nurse and midwife shall provide that training in the profession of nurse and midwife shall be given in higher education, public and non-public higher education institutions at the level of first-cycle studies lasting at least six semesters, with a minimum of 4720 hours' duration, and at the level of second-cycle studies lasting at least four semesters, with a minimum of 1 300 hours' duration, with the professional title of Master of Nursing.

The educational plan is presented in detail in the Regulation of the Minister of Science (3) See the opinion of the European Parliament and the Council of 26 July 2019 on education standards for the fields of study of medicine, dentistry, pharmacy, nursing and midwifery.

Upon completion of first degree studies, the graduate shall be entitled to pursue the profession of a nurse. This constitutes higher professional education. [24,25]

As of 1 January 2016, nurses and midwives have gained new competences - as nurses holding both a master's degree in nursing and a specialist title in the field of nursing, they are entitled to prescribe medicines themselves - including prescriptions for medicines and medical devices. The conditions are defined in the Nurse and Midwife Professions Act of 15 July. Having a master's degree and active participation in scientific research, and having relevant scientific publications makes it possible to take the

next step, this time a scientific one - obtaining a doctoral degree, usually in the discipline of health science.

The Ordinance of the Minister of Health of 14 June 2012 provides for an education programme for nurses who have the right to practice the profession obtained through secondary school. The following postulates result from it: the duration of education depends on the type of school completed (2 - 3 semesters). The training plan includes both theoretical and practical activities. The content of the education is divided into a basic part and a specialization part. The diploma examination enables the student to obtain the Bachelor of Nursing degree. [22]

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